

3-1978

The Quill -- March 1978

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Quill

1978 Quill Staff

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THE QUILL

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THE SHOW MUST GO ON

Editor's Note:

Due to the nature of the issues in this story, we have taken the liberty of interjecting our assessment of the situation. This type of 'editorializing' may be seen throughout the article and we caution the reader to not take our opinions as absolute fact. Furthermore, we feel that we have only touched "the tip of the iceberg," so to speak. Hopefully, as the picture itself is more clearly available, we will understand the entire "iceberg" better. Finally, the story you are about to read is true . . .

by Bob Gabordi
Editor-In-Chief

Dr. Edwin Wilde, Dean of the College, announced the decision.

William H. Rizzini, guaranteed that the College will meet its "academic obligations to the students" in the Theatre Department.

William O'Connell, Acting Dean of Students, seems supportive of Bill Grandgeorge.

Joe Fagan, the College Controller, does not expect to be the most "well liked" person with the Theatre Department.

Meanwhile, back in London, Bill Grandgeorge really does not know what the fuss is all about.

And as the story begins to unfold, everyone is confused over such items as "proper procedure" for the expenditure of monies, how to distinguish the Theatre Department from the Drama Club, who is authorized to spend money from which account, and how it was possible for only \$917 to be left in the Drama Club's \$3,000 budget when the first student walked on campus in the fall. But as the action continues what appears to be a gloomy picture at first, changes to a more optimistic scene. Indeed, by the middle of the second act (sorry, I mean day) the true meaning of the old adage "the show must go on" can be felt by the determined cast of characters. As one student phrased it, sophomore Paula Block, "We are not a bunch of crazy chickens running around over here with our heads cut".

The Senario

Dean Wilde announced to the Theatre Department, and to a meeting of the Faculty Senate, on Wednesday, March 1, that the administration had taken action to bring to a stop the problem of overspending by the Theatre Department. Although no exact figure has been ascertained as of yet, apparently \$27,000

has been spent by the Theatre area in a span of about eight months. Included in that figure is a debt of an estimated \$6,800 owed to the Stonebridge Inn. "Stonebridge", as the program is called, is the summer program designed to afford students the opportunity to gain additional experience, extend to local residents a service by the College, and to provide a public relations type of exposure of the College to the parents of prospective students. Wilde explained the difficulties in arriving at an exact amount spent by the department by saying, "new bills are arriving daily". He adamantly announced that it had to stop and "I'm going to stop it".

Apparently budgetary problems are not new for the department, but as Wilde indicates, "it (the debt) is substantially larger this year". Wilde acknowledged that his "authority" to take such action might be questionable, but ex-

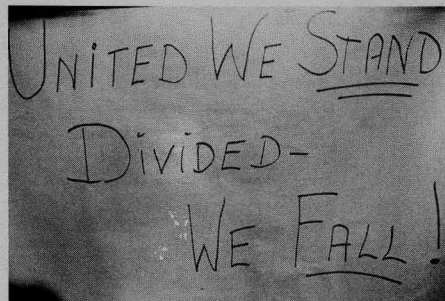


Photo by Armand Teixeira

plained that someone had to take an initiative and he felt that some action must be taken immediately. The action that was originally announced by Wilde would have allowed for only one more Coffeehouse production and the one scheduled Main season production. Coffeehouse productions, in theory a function of the Drama Club and therefore considered an extracurricular activity of students, is seen by many as the real "learning activity" that younger students have available. Main season productions, on the other hand, are considered to be an "academic activity" of the department.

Drama Club and Theatre Department: Which Is What?

One of the collateral, if not principal, issues seems to be the distinction between the club and the department. The lack of real organization and responsible management by the club members only serves to further complicate an already confusing operation. Since the club is primarily made up of Theatre majors and in practice serves as a training ground of sorts for gaining invaluable acting and technical experience, it is quite easy to understand the concern by students, faculty, and

administrators over the problem of halting its operations. But as Wilde sees it, "the hard thing is that the budget must be balanced."

The Drama Club receives its financial funding through the Student Senate. After reviewing the proposed budget submitted by the club to the Senate's budget committee, the Senate allocated the \$3,000 for the operations of the student club. But by September 1, 1977, nearly \$2,100 had been spent. This money was extracted from the club's budget without the authorization of a single student official before the first student arrived to begin the Fall 1977 semester. Apparently, Acting Dean O'Connell signed the authorization for an expenditure of approximately \$600. Allegedly the voucher was signed by O'Connell because it was "authorized at the May Student Senate meeting". According to the minutes of the meeting, no such authorization ever occurred. Another transaction was allegedly made by the Controller's office of approximately \$600 because of an overexpenditure by the Theatre Department. The money was, however, taken from the club's account. The remaining amount, estimated to be about \$1,200 was apparently spent on "Orientation Week" for a production by the Theatre Department. Again, the money was extracted from the club's account. Additionally, Dean O'Connell reimbursed the theatre area for some of the expense incurred during the orientation production. The \$500 from the Dean was put into the department's budget.

Although in an official sense there is indeed a difference between club and department budgetary processes, it seems to have been a common practice for the department to use the club's money at its own discretion. In fact, sources within the controller's office claim that when the budget from the department has been exhausted, they immediately begin to use money from the club's account. This is a clear violation of the Student Senate Constitution, the group which appropriates money to the club for student extracurricular activities. Furthermore, it circumvents the intentions of not only the Student Senate, but also the College's budgetary process. Mr. William Grandgeorge, the Chairman of the Theatre Department, was contacted in London where he is presently conducting the Theatre-London 'Campus'. He insisted that there is in fact "no difference between the department and the club. The Student Senate allocates money to the club for the department in order to cut the cost of admission for students."

Drama Club to Re-Organize

Added to this maze of confusion and
continued on page 3

The Show



Valerie Mahoney New Manager

The new Food Service Manager of the Cafeteria is Ms. Valerie Mahoney of East Providence. Ms. Mahoney came to RWC from Milton Hospital in Mass., where she was chef in charge of all hot and cold food production for two and a half years. Before her position at Milton Hospital, Mahoney started her career in food production at the New England Telephone Company. She worked there for the dining services for 2 years then worked at Rhode Island Junior College as an apprentice chef. Her trainer was a graduate of the Culinary Institute of America, who later moved to a branch of RIJC in Warwick. This left Ms. Mahoney the chef manager for 1500 students, running a cafeteria serving 600 people daily from the RIJC community.

Ms. Mahoney was hired after Mr. Marino left in January. She said that Peter DiSarro called her in for a reinterview and then hired her. On her days off from Milton Hospital she came to RWC to familiarize herself with the system, people, and the way things worked. "They needed someone like myself to come in at this time, because Peter can't do all the work for upstairs and downstairs. If I have any questions throughout the day, I write them down and then we talk about them. Almost all my questions get answered. I know that Peter and Dean McKenna are very busy and concerned people but I haven't seen Dean McKenna to talk to at all. He just comes in and says hi. They have just left me to do my job."

Mahoney has been working here since February 13th and she feels she has gotten to know all 35 employees, and feels comfortable being their boss. Ms. Mahoney was very impressed with the student Food Committee, chaired by Phylis Jordan. "The committee had some constructive things to be worked on, some of which will take time and others that can be taken care of immediately. For example, they suggested that a diet plate consist of tuna and eggs because the tomatoes and lettuce were available in the tossed salad. This was something I tried out right away."

continued from page 2

poor administrative practices is the direct responsibility that the students in the Drama Club must bear. The lack of organization and the over abundance of apathy toward the club, operating under a weak structure and virtually no rules, enables club members no room for complaint concerning the recent administrative actions. And very few members of the club seem willing to put blame on anyone except their own department, including the student members. In fact, the dominant attitude was expressed by one student who said, "Sure it was Grandgeorge's fault, the administrations fault, but it was really our fault for letting people spend our money. We had to know it was happening when we saw the new equipment and the microphones. We just were not responsible enough."

The day after the Dean's announcement, a meeting was held by the Drama Club. Only two or three people voiced dissatisfaction with Wilde's decision. Generally, their objections were considered to be "unreasonable" by the other twenty or so members present. Aided by President James Miller of the Student Senate and senior Theatre major Seth Abbott, the club organized three committees and immediately began to formulate plans for fund-raising activities. Faculty member Diane Crowell announced that she had offered her services to the department for free the remainder of the academic year. The general idea is now centered around continuing productions without any additional expense to the institution.

A Lesson in Responsibility

As Dean of Students O'Connell sees it, "Bill Grandgeorge is the Chairman of the department and he has the responsibility to run the department the best way he can. Apparently he did not receive all the money necessary to run the department and he was going to find it. One way or another." Joe Fagan, the Controller, has the responsibility to insure that money is appropriately spent, appropriately authorized, for appropriate reasons. Yet, poor administrative practices have been accepted as normal procedure for years. To blame any one person or area would be most unfair. The confusion between the department and the club must be viewed in light of the fact that the only real distinction is in budgetary allocations. And the overlapping of budgets has been a long standing practice.



"The budget must be balanced".

Photo by Armand Teixeira

The Tavern

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Negotiating an Education

Quill News Analysis

Editor's Note:

(This is the first in a series of analytical articles in which the Quill will attempt to survey and explain the current contract talks between the teacher's union, the Roger Williams College Faculty Association, and the college's Administration. The scope of these articles will be two-fold. First, the series will attempt to analyse the collective bargaining process as it pertains to the type and the quality of education offered at Roger Williams; that is to say we shall attempt to answer the question "what are the implications of collective bargaining upon higher education in a general sense?" Hopefully, in this manner we shall be able to give you enough information so that you will develop a feel, perhaps an understanding, of collective bargaining as part of the educational process. Secondly, we shall attempt to obtain more specific information about the process as it relates directly to the community of Roger Williams.)

Collective Bargaining Revisited

Roger Williams College Political Studies professor Francis S. Mancini points out that organized labor represents only a minority of the labor force of the United States. One need only look at some population, demographic, and industrial indices to see that most of the U.S. labor force is concentrated in the northeastern section of continental United States with minor scattered concentrations in the South and mid-West. Teachers' unions represent the largest organized labor force in the state of Rhode Island, but it must be noted that the unionization of educators is a very recent phenomenon. The state of New Hampshire, for example, claims that less than one-third of the teachers in that state are represented by a local. In New Hampshire, government and the private sector adamantly protect and care for non-union teachers, often providing the same and sometimes even

better working conditions than those negotiated for by teachers' unions.

The largest conglomerate of local teachers' unions in Rhode Island is the National Education Association. The NEA was formed in large part from the bitter struggles between and among the anti-union activists, the American Federation of Teachers (AFT), and the United Federation of Teachers (UFT) of the 1940's and 1950's. The NEA has since grown to be the single largest representative body of educators throughout the United States. Although there is yet much ambiguity of opinion as to whether teachers are public servants or not (and the concurrent conflict concerning whether or not public employees ought to be allowed to strike or participate in job actions) the NEA is a force to be reckoned with in education. A major criticism of the NEA, also a similar criticism of the American Bar and Medical Associations (ABA and AMA) is that they fail to "police" their own ranks and in doing so become a major cause in the problems extant in education, law, and medicine in contemporary society.

The RWCFA is affiliated with both the state (NEARI) and national NEA organization. Both the RWCFA and the college's Administration are legally bound by the provisions governing collective bargaining established by the National Labor Relations Board (NLRB).

Bargaining for a New Contract

The bargaining process at RWC consists of two teams, one from each side, conducting a continuous negotiating process. Bargaining for this new contract began in November 1977, and in December 1977 each bargaining team presented its list of contract proposals to the opposition. Since the initial exchange of proposals, three negotiating sessions have been held to deal mainly with the preliminary protocols to the actual bargaining; a list of "ground rules" governing the process itself has been mutually agreed upon.

The RWCFA bargaining team has eight

team members; John Philip Schuyler, president of RWCFA, Edgar Brown, vice-president RWCFA, Nancy D'Amico, secretary, John O'Connell, treasurer, and Mustapha Baksh, James Munger, and Richard Donnell. In addition to these faculty members of the team is Bernie Singleton, the team negotiator, who is from the NEARI. By academic area the team breakdown is as follows:

History, 1 member - Schuyler,
Business, 3 members - Brown, Baksh, Donnell,
Engineering, 1 member - O'Connell,
Natural Sciences, 1 member - Munger,
Nancy D'Amico is a college librarian.

The chief negotiator for the Administration is Mr. John Venditto, a private negotiator and Assistant Superintendent for the Warwick, RI, schools. The Administration bargaining team consists of Stanley Jakobiak, RWC Dean of Administration and Director of Personnel, Dean of the College Dr. Edwin F. Wilde, Robert McKenna, Dean of Student Services and Director of Auxiliary Services and Off Campus Utilization, and Joseph Fagan, College Controller.

Current Faculty Contract An Overview

Faculty salaries at RWC are enumerated in the contract instrument as a pro-rata table with increases dependent upon teaching status and level of educational certification. Full time faculty members covered by the current contract are assigned their salaries according to a sliding scale which varies from \$12,029 to \$16,017 for those faculty members holding a Bachelors degree, from \$13,358 to \$18,010 for those faculty maintaining Master's status or a Juris Doctorate (JD), and from \$14,421 to \$18,675 for professors with doctoral standing. Salaries also increase with the cost of living and from step-to-step dependent upon an individuals qualifications beyond scale.

A breakdown of full-time faculty from the current college catalog shows the overall distribution of degree qualified faculty members as 3 with Bachelor's status, 48 with Master's status, and 28 possessing doctoral credentials. These statistics do not reflect those faculty members who are considered part-time or adjunct faculty.

By Division the breakdown displays some remarkable disparities. The largest number of doctoral status faculty members is in the Open Division (44%, or 4 of 9), followed by the Liberal Arts (43%, or 20 of 46), and trailed by the "professional" areas of Business and Engineering (13%, or 4 of 24). The

continued on page 5

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Negotiating

continued from page 4

largest number of master's status faculty is in the "professional" areas (79%, or 19 of 24), followed by the Liberal Arts areas (54%, or 25 of 46), and then the Open Division (44%, or 4 of 9). An individual breakdown follows:

Liberal Arts

(Fine Arts, Humanities, Law Center, Natural Sciences, and Social Sciences.

46 Faculty Members: 2.1% - Bachelor's degree (represents 1 member), 54.3% - Master's or JD degree, 43.6% - Doctoral degree.

Open Division

(From all areas of the college).

9 Faculty Members: 11.1% - Bachelor's degree (represents 1 member), 44.4% - Master's or JD degree, 44.4% - Doctoral degree.

Professional Areas

(Business Administration and Engineering).

24 Faculty Members: 4.1% - Bachelor's degree (represents 1 member), 79.0% - Master's degree, 13.9% - Doctoral degree.

In addition to salary scales the faculty of RWC also has a diversified "fringe benefits package" which includes, but is not limited to the following items:

- Medical, Dental, and disability insurance,
- \$20,000 worth of life insurance,
- \$5,000 per annum faculty professional travel and development allowance is budgeted (for the entire faculty) by the administration,
- 20 days paid vacation after 1 year of continuous service,
- 5 days personal leave of absence due to a death in the family,
- 11 fully paid days for sick leave,
- differential pay scales for jury duty and military leave; that is military pay or jury pay + the difference from the faculty members full-pay (if he were teaching) = the differential pay or regular salary,
- up to a full year of non-paid maternity leave with a guaranteed return to position,
- sabbatical leave after six years of continuous service for either a full semester or academic year, for the purposes of professional development, at 50% of full pay, providing the faculty member agrees to remain teaching for at least two years

after returning from sabbatical,

- free tuition for spouses and dependents of faculty members after six months, dependent upon class space available, and,
- a retrenchment clause which establishes a seniority system for lay-offs, gives faculty to be retrenched the right to a six month notification and first refusal for the same position for the year following the retrenchment year.

NEXT ISSUE: The Administration and Staff, by comparison; AND how the faculty have utilized their professional development benefits for the improvement of RWC education.

Monica LeTourneau

Monica LaTourneau, 18 year old Freshman, class of '81, has been recently elected Secretary of the Student Senate. Former Secretary Toby Bennett resigned in mid-February vacating the post which is now filled by Monica.

Monica hails from Worchester, Massachusetts where she resides with her parents. She is an Historic Preservation major

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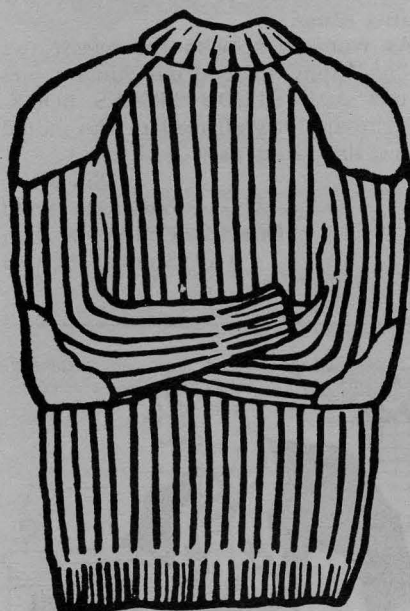
Barrington Mountain Shop

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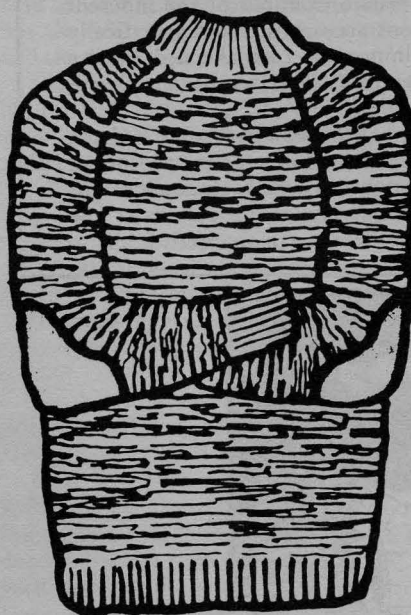
FROM ENGLAND'S LAKE REGION

BRITISH WOOL SWEATERS

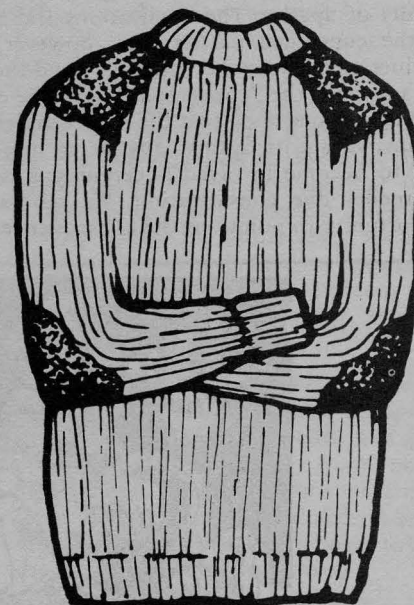
Natural & oiled hand loomed/100% new wool



FELLSMAN



ALP



GRITSTONE

Editorially Speaking

The issues surrounding the article entitled "The Show Must Go On," (this issue, page 2) and there are many issues presented within that article, would normally be considered a journalist's delight. In this case a single issue, which is not specifically addressed by the article, deserves further exploration. Quite clearly this one issue has major implications in the general sense and should not be viewed as solely internal to the theatre department. We believe that distinguishing between the Theatre Department and the Drama Club is more important than the collateral issue of the proper authorization for the expenditure of funds, and that this distinction is eminently essential in defining the lines between what is academic and what is student related extracurricularly.

To merely control already poor financial and administrative practices is just not enough when the problem is the very existence of those poor practices! One plausible corrective measure is to remove fiscal control from the department. This may be one sure way of controlling the superficial problem; i.e. fiscal mismanagement by the department. But the Drama Club is a student organization and cannot be made party to such administrative action. The authorization of club expenditures by properly appointed student officials is a vital element of the concept of student government and student rights.

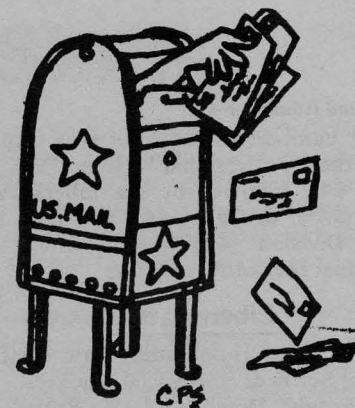
This is not to imply that the Drama Club would not be facing financial difficulties had this been the policy when, in fact, it was the policy. Clearly this deduction would be fallacious. So long as the attitude which allows a non-student to authorize, receive, and expend the funds of a student organization remains an element of administrative policy at this institution, then the students of such organizations have no room whatsoever for complaint. This is the key issue - the prevailing attitude held by administrators and students alike which allows this irrational situation to exist. In short, as long as students remain unwilling to take direct control over their own political circumstances, as long as students not only remain uninvolved as well as unconcerned, and as long as students continue to tacitly sacrifice the liberties to which they are entitled concerning their own extracurricular activities in the unrealistic and naive hope of obtaining a "fair deal", then we may not reasonably expect a resolution to such problems much less recognition that such problems even exist. Lest we are unclear, it shall suffice to say that as long as the majority of students on this campus insist upon burying their heads in the sands while others proceed at an undetected pace towards an uncontested destination, then those reticent students will most certainly receive exactly what they deserve. We simply cite the Drama Club as a case in point.

We do not mean to dwell upon the perennial subject of student apathy, that subject has been a fact of campus life since immemorable time. Neither do we wish to imply that apathy, or student non-involvement, is necessarily limited to Roger Williams College. Simply, we could not resist this opportunity to let a real circumstance illustrate an almost classic example of the inherent results of apathy. The implications and allegations are not directed specifically at the concerned parties here, however, it is important to make a definitive distinction between the "involved" and the "concerned". The two are not always the same; i.e. the "concerned" should be every student.

But it is our hope that the reader understands that this editorial is not written to invoke spirits against apathy or non-involvement. The freedom to choose not to become involved is certainly a cardinal right to which students ought to render due consideration. We reiterate - we merely could not resist the opportunity to point out the consequences such students so justly merit . . .



"IT SURE IS NICE TO SEE THEM COLLEGE STUDENTS BEHAVING THEMSELVES AGAIN!"



Letters

Dear Editor,

67.7% of this year's freshmen were not well prepared in reading and writing skills.

But, 42.6% indicated that an important reason why they decided to go to college was to improve their reading and study skills!

Good reading skills appear to rank high with today's college students according to a survey just released by The American Council on Education and the University of California at Los Angeles. The above statistics were based on responses from 198,641 students registered last fall at 374 colleges and universities.

College textbook publishers share with educators a deep concern about the national deficiency in basic learning skills. Two years ago they initiated AAP STUDENT SERVICE which circulates a series of Study Skills features to college newspapers and radio stations. Mailings are made at the beginning of the fall and winter terms.

The enclosed release entitled, TUNE UP YOUR READING SKILLS, is a 1,100 word feature. It is divided into two parts, should you prefer to run it in two consecutive issues.

As you will note in the release, we will be happy to send individual copies of our AAP STUDY SKILLS BOOK-LETS to any of your readers who should request these from us.

Sincerely,
Parker B. Ladd
Director, College Division
AAP Student Service



"...AND NOW THE REPORT ON OUR INVESTMENTS IN SOUTH AFRICA..."

A Word From The President of The Student Senate

I wish to convey my feelings as to what transpired at the Faculty Senate meeting of March 2, 1978. At that meeting, the Faculty Senate voted down by a 21-25 vote an amendment to their by-laws to make the Student Senate President a voting member of the Academic Council.

The amendment, proposed by Kevin Jordan, was made after the Faculty Senate voted down an amendment last December that would have allowed a voting student representative to the Academic Council, last December. Although I was not completely happy with the Faculty Senate determining who the student representative was going to be, the important issue was to get a student representative.

The Academic Council is a body of Faculty and Administrators that decide such issues as the major-minor program, academic probation, and the long range plans of the academic divisions. The type of issues they handle are of immense importance to the student body. The issues they decide upon are not handled in any of the Faculty Senate's other committees on which students do have voting representation. The students do have a representative to the Academic Council, but not a voting one. This vote is the key issue. Students have a right to be part of a committee that will determine their future. Not only do the students provide the entire financial base for the institution, they have by their very nature as students a vested interest in the type of academics provided by the College. Students have a rightful interest in any decision that will affect their present status at the College. They also have a rightful interest in the future status of students that will attend Roger Williams. Furthermore, they have a rightful interest in insuring that their degree is as valuable as possible. To this end, the students have a right to be determinative in decisions that will influence those interests. To be determinative means, and is equatable with, having a vote on the Academic Council.

* At the Faculty Senate meeting, none of these issues were addressed. Rather the faculty argued whether or not the Student Senate President was representative of the student body. They even went so far as to amend the amendment provided that the voting student representative to the Academic Council would be the Student Senate President if he was elected by a majority vote of the student body. It is irrelevant that the Student Senate is presently pursuing that end, but it is of great importance that the Faculty Senate would consider trying to determine how the students choose their president. The faculty had no business telling the students by what manner they should choose their president. The faculty would be justly outraged if the students tried to tell them how to choose their officers. Furthermore, there are valid arguments to support both the direct election and indirect election methods. This very exercise alone demonstrates the faculty's lack of knowledge of student issues. My last objection to what occurred at the Faculty Senate meeting was the entertaining of a motion to close debate and the subsequent second without first recognizing the person making the motion. Someone merely called out the motion to close debate, and the second followed similarly. This is not how parliamentary procedure works.

It is indeed demonstrative of the Faculty Senate manner of addressing issues that they spent more time debating whether to change the name of the Science-Math building to Business-Science, or Science-Business generated more debate than the issue of voting student on the Academic Council.

As a closing thought, after the meeting several faculty members didn't even know the issue they were voting on. They thought that the amendment was to allow a voting Student on the Faculty Senate itself, not one of their committees. The analogy was made that the Student Senate doesn't allow a voting Faculty member on the Student. For the obvious reason that Faculty members are not students, the Senate could not allow a voting Faculty member. The Senate would indeed welcome voting

IN OUR OPINION A POTPOURRI

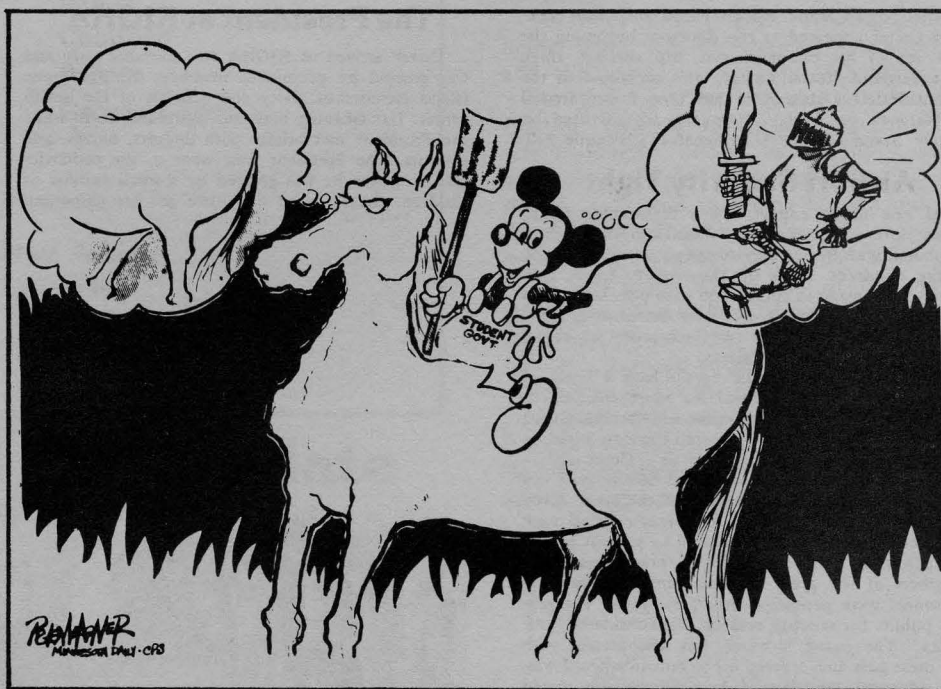
Apologies, Retractions, etc.

In Praise of Student Support
for the Quill

Speaking Out in Defense of
the Faculty Senate

Thoughts to Ponder

LOVE,
THE EDITORS



Faculty representatives on all of our committees. We asked no differently when we asked for a voting representative on one of the Faculty Senates committees, the Academic Council.

The Faculty Senate has done a great disservice to

the students of the college by denying them the right to determine their own future. I only hope that the Faculty will remember their ingratitude next time they need student support for a cause of their own-like retrenchment.

"MY NAME IS JIMMY"

By: Bob Gabordi

As the sunshine resplendently reflected off the silvery wings of Air Force One, the small crowd inside the Air National Guard airport suddenly grew more attentive. Outside the heavily guarded gates, along Airport Road, scores of men, women, and children waited for but a glimpse of the smiling face of the transplanted Georgian, now President of the United States, Jimmy Carter. Many had stood for hours waiting in below freezing temperatures just to see the Presidential motorcade speed by. Some carried signs, hoping to catch the President's eye, but most just hoped that they might actually see the most powerful man in the world.

But at last the wheels of the official plane

agent approached me and asked why I was sitting inside when I had a press pass to cover the President's trip. I quickly explained to the crew-cut individual my story. After showing the new man my identification, he turned to the civilian and muttered some comments that even the Quill would not print. He escorted me laughingly to my designated press area, apologizing for the inconvenience.

Finally, only two minutes behind the scheduled arrival time, the President and his official party arrived at the Airport. After some quick handshaking and "good to see you" he was ushered into an awaiting car and was off to the Rhode Island Group Health Association (RIGHA) in Providence.

the girl replied, Michelle. He then asked, "Do you know what my name is?" Michelle did not answer and the President helpfully replied, "My name is Jimmy."

The President went from the pediatrics ward to the "urgent visit unit," the name given to the areas for patients waiting for surgery, and at one point offered encouragement to a patient by speaking about his wife's operation last year to remove a small growth. Carter continued through the health-center until he reached the lobby. At the lobby it was more handshaking and question answering. Nineteen minutes after he first entered the building, Carter left for his nationally televised press conference at the Cranston Hilton.

I Hope He Brings a Shovel

Traffic enroute to the Hilton was heavy, so I turned on the C.B. to see if any "good-buddies" had a suggestion for a faster route. There was no suggestion for me, but one man made a suggestion for the President.

"All I know," the man advised, "is that Carter better bring a shovel to help dig us out. I bet they don't get all this snow down in Georgia. He probably never saw this before."

Apparently, the man was unaware that the President's shovel had arrived the night before, disguised as an executive declaration of Rhode Island as a major disaster area, freeing millions of dollars to the state in the wake of the "blizzard of '78."

Outside the Hilton a large number of people had gathered, some of the same crowd at the airport had traveled to the Hilton, but few actually saw Carter outside his car.

The President arrived at the Hilton at three o'clock and immediately was given about twenty-five minutes of "free-time" to prepare for a national broadcast.

During this time, I hid in the press room pretending to prepare my notes. Actually, I was hanging out amazed at the "electronic communications media" working. The equipment those people use is practically unbelievable. Thirty phones were supplied for "calling in stories" long distance. I tried to call my mother, but could not figure out which button to push at which time. I was too nervous to ask for help.

After the national press conference, the President held a "regional press conference" which was little more than a campaign plug for Senator Pell. Those in attendance were invited by the Senator. Curiously, Republican Senator Chafee did not come. The general public again, was not invited to see "the people's President."

The "regional" was actually anticlimactic. Carter had already made his point. He "likes" Pell. For me, it was the end of a long, but fulfilling couple of days. After all was said and done, I went home very tired, yet very honored.



President Jimmy Carter flashing his famous smile to the awaiting crowd at Green State Airport, Warwick.

Photo by Bob Gabordi

touched down upon Rhode Island soil, and President Carter appeared at the doorway beginning the first leg of his campaign-style trip through three New England states. Carter, who remained in the Ocean State for little more than three hours, arrived in Warwick on Friday, February 16, escorted by Rhode Island's senior U.S. Senator, Claiborne Pell.

Airport Security Tight

As one might expect, for a Presidential affair, security was extremely heavy. Local and State Police, combined with Secret Service agents, estimated to be in the hundreds, made up the security force. Two arrests were made in connection with possible threats on Mr. Carter's life. It was later determined, however, that neither of the two men posed an actual threat to the President's safety.

But even Secret Service agents have a sense of humor. After being detained for more than thirty minutes by a civilian guard at the Air National Guard station at Green Airport, I entered the main building and presented my "press credentials." These credentials were obtained after the White House staff ran security checks on every member of the press. Additionally, the day before the President's arrival each member of the press was required to present proper identification before receiving a press pass. Only members of the press and the families of military personnel were permitted inside the gates. The general public, for security reasons, was considered "off-limits." The guard, however, was unimpressed with my press pass and ordered me to remain where I was. He informed me that if I proceeded he would sound the alarm and I would be arrested. "Wait here," he said. "Anyone can get one of those passes," he explained. Being certain that I would be cleared, as well as being equally certain that I was not in the mood to be arrested, I followed his orders.

Thirty-five minutes later, a huge Secret Service

The President at RIGHA

Carter arrived at RIGHA two minutes early and was greeted by prominent members of the Rhode Island Democratic party and officials of the health center. Handshaking here was again the norm while the President met briefly with doctors, nurses, and patients. The President first went to the pediatrics section where he was greeted by a small number of children. Carter asked one little girl her name and



President Carter arriving with U.S. Senator Claiborne D. Pell, D-RI.

Photo by Bob Gabordi

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With Chourico
With Pepper Steak

With Sausage
With Veal
With Egg Plant
With Mushrooms

Presidential Search Update

The Presidential Search is presently winding down as the five finalists are being brought to the Fulton Campus (Bristol) for interviews with various members of the College community. Only three names will be recommended for selection by the Search Committee to the Board of Trustees. The Board is then expected to name one of these three as President of Roger Williams College.

A newcomer to the list of finalists is Dr. David N. Gray, who was originally an

alternate to the list. Dr. Gray was asked on campus to replace Dr. Lloyd Averill who withdrew his name for consideration by the Search Committee. Gray is presently the Executive Vice-President at Beaver College in Glenside, Pennsylvania. Dr. Averill was reached at his office as President of the Kansas City (Missouri) Regional Council for Higher Education, but refused to comment concerning his withdrawal except to say: "That informa-

continued on page 10

Spoon River: Revisited

People seem to be intrigued by death and the circumstances surrounding. I, for one have always been fascinated by the circumstances and death itself. So, for myself, Coffeehouse presented yet another winner.

The play is set in a graveyard in Spoon River Peoria, Illinois, where six deceased bodies all gather to tell their story. Each person individually portrayed people, who have lived their lives. The cast consisted of six performers. Marina Arakelian, Margene Grandgeorge, Cynthia D. Pape, Paul Hetcher, David Gorton and Thomas Miller.

All performers showed their acting ability quite well. In a play such as "Spoon River", they had to, being they all had to portray more than one character.

Not being an ardent Coffeehouse-goer until recently, Spoon River allowed me to see on stage for the first time, Margene Grandgeorge and Cynthia D. Pape, both of whom I have anxiously awaited to see perform. My anxiety was not in vain. These girls can act! These two made the characters stand out individually. With the other performers at times, the characters seemed no different than the one they had previously portrayed. This could be the fault of Mr. Masters, who wrote the play, and not that of the performers.

The songs performed were quite well, but one that really touched home was the one entitled "Spoon River". Ms. Arakelian has a very, very sweet voice, also cheerful. She handled solos well. She could very well be considered semi-professional, if not more.

At times the play seemed to lag a bit, being there was no change of scenery, and, the setting was appropriately black.

At this time let me mention David Gorton (whom some of you might affectionately know as "Tiny"). He amazed me! This was his debut in a drama. I'm used to seeing him in much funnier roles. But he sure proved that he could do it. Excellent job Mr. Gorton.

It was towards the end of the play that I got the most significance out of it. As a matter of fact, a few of the performers managed to get a tear out of me, as it began to get the most touching.

I think the audience walked out with a sense of reassurance. It took six Coffeehouse performers to show us that there is but happiness beyond.



The Bakke Case Part IV

Looking beyond the Bakke facts, there is ample evidence that universities are places where racism remains. Harry Edwards is a black sociologist. His most famous moment came in 1968 during the Mexico City Olympics when black athletes he had counseled staged a clenched-fist protest on the victory stand. This was not just an extracurricular activity for the scholarly Edwards, for his specialty was the sociology of sport. His textbook on the subject is the best in the field. For Edwards, sport in America said much about Americans, and racism in sports mirrored racism in the rest of society. His views, expounded in numerous articles, speeches, and the book, were widely discussed and debated. His class was one of the most popular on the Berkeley campus. Yet in 1977, the sociology department voted, amidst protest, to deny him tenure, ostensibly because his scholarly work was not strong enough. The protests continued. In a dramatic turn-about, the Chancellor of the Berkeley campus reversed the faculty's vote and granted Edwards tenure. The demonstrators had won one skirmish in the battle against racism in academia.

Harry Edwards' case had become a symbol of a more pervasive attack on minority scholars on campuses. Those who balked at studying the white man's culture and instead studied their own cultures were branded as second-class scholars. The fame showered on Alex Haley was not the lot of most minority scholars exploring their roots. In a series of action, many shielded from the glare of cameras and the heat of protest, ethnic studies programs were downgraded, depopulated, or simply dismantled. In evaluating undergraduate majors among candidates for graduate school, admissions officers concede that ethnic studies in considered a "soft-major". Education of, by and for whites continues to be the norm on America's campuses.

The Importance of Bakke

However much Bakke reflects racism in the university, its importance extends far beyond the shadow of the ivory tower. The Court's decision is expected to resonate throughout the land, affecting affirmative action plans in industry, government, and business. If Allen Bakke wins his suit, millions of minorities are liable to lose promotion and employment opportunities. This is because his victory will signal the end of the "reverse discrimination" which many

assume has been responsible for minority advancement in the late sixties and early seventies. It is the connection between the suit of a single individual over medical school rejection and the grumblings over economic advancement by minorities that makes the symbolic significance of Bakke so special.

Even if Bakke is soundly defeated in the Court, the prospects for minorities will be anything but bright. An earlier suit, brought by a white male named Marco DeFunis, protested a "Special Admission" program at the University of Washington Law School. Even though the Washington State Supreme Court upheld the program and the US Supreme Court avoided deciding the case for a procedural reason, "reverse discrimination" had become a national obsession. Some schools acted as if DeFunis had actually outlawed the program it upheld, and some admission committees looked upon minority applications with disfavor. In fact, since 1974, when the case made national news, minority enrollment in law and medical schools had dropped each year. In the employment setting, a series of setbacks has significantly hurt the minority cause. Several setbacks came from the Supreme Court itself: employment discrimination is now unconstitutional only if minority plaintiffs can show their fate was the result of intentional discrimination - something which is virtually impossible to prove now that "Whites Only" signs no longer hand over hiring hall doors; seniority rights for minority employees previously subjected to systematic discrimination have been lost unless each individual minority employee can prove that intentional discrimination was practiced against them; finally, whites can now sue under the 1964 Civil Rights Act to protect racial discrimination against them (the opinion of the Court was delivered by Mr. Justice Marshall.)

Each of these decisions was a blow to affirmative action. Collectively they will affect millions of workers. Yet the outcry after each case was decided has not equalled the clamor over Bakke, and none of the cases was as eagerly anticipated across the nation as is the Bakke decision. One can speculate about the outcome of the Bakke case.

If Allan Bakke wins, he will be vindicated by entering medical school. Millions of waiting whites will be vindicated, however, because their privately held assumptions that racial minorities are inferior will be supported. Those members of racial minorities who apply for jobs, promotions or educational opportunities can be politely refused with oblique references to the teachings of the Supreme Court in Bakke. Only diehard integrationists will take the trouble to ask whether this particular minority job applicant or student is qualified. Instead, the social assumption that racial groups differ in intelligence will hold sway in each individual case.

On the other hand, if Allan Bakke loses, he will remain an aerospace engineer. Whites disappointed by the outcome however, will not lightly shed their prejudices. Instead, they will wait for another day and another lawsuit for possible victory. In short, the stakes of Bakke are not symmetrical. Overcoming racial prejudice is much harder than succumbing to it.

As the country awaits the Supreme Court decision, with little to gain and much to lose, there is the possibility that people will simply wait. If this happens, then the lessons of the sixties will indeed have been forgotten. For it was optimistic activism, despite war, assassinations and arrests, that gave the sixties their unique flavor. It was Selma, Chicago, and the October Moratorium that produced the progress written into the statutes and court decrees.

The demonstrations triggered by Bakke differ from those of yesteryear. Students arrested in campus demonstrations face the prospect of financial aid cutoffs mandated by recent Congressional statutes reacting to the sixties. More importantly, the main purpose of the protests is not to secure new rights, but to preserve old gains. Even so, those committed to overturning Bakke demonstrate their own good will and resolve in their refusal to blame any minority for our common economic plight. They give new meaning to our founder's assumption that all are created equal, and renew the legacy fired by King's dream. And it may still be after all the briefs are filed and all the arguments heard, that demonstrations will make the difference.

An Interview With Joe Baer

Although he moved off campus to Newport last year, we still see a lot of Joe Baer around here. Everyone seems to know who he is, or at least has heard his name, and for a very good reason. He's the guy who is always pumping beer in the Rathskeller or working behind the Snackbar, here at RWC.

As student manager he averages a 30 hour week, either working in the Snackbar or the Rat. Since he has been working at the place for three years, you'd think he might be tired of it. He sometimes gets bored with the same routine, but for the most part he enjoys his job. Joe Baer says that he "likes meeting and talking with the students" and that his job gives him an opportunity to "socialize" with them. When Joe Baer works at the Snackbar he's often behind the grill preparing food, so students don't get the chance to talk with him. That is why if given the choice, Joe Baer prefers to work at the Rat where he can meet people.

Besides working here at the college, Joe Baer also works as a volunteer at the State House doing research on legislation to be submitted by Senators. This keeps him well informed in what is happening politically in the state of Rhode Island. Being a Political Science major, Joe Baer finds this type of work both informative and interesting.

After this summer we won't be seeing very much of Joe Baer because he'll be graduating in May. There are still no definite plans for Joe Baer once he leaves Roger Williams. He says that right now there are a number of things he would be comfortable doing, but he would like most to get involved in politics here in Rhode Island, possibly starting by working in the upcoming gubernatorial campaign.

Where Joe Baer will end up once he graduates, nobody knows yet. But for now you're sure to find him either at the Snackbar or the Rat.

Presidential Search

continued from page 9

tion is the private property of the Search Committee. They may do with it as they please."

In addition to Dr. Gray, the other finalists are (in alphabetical order):

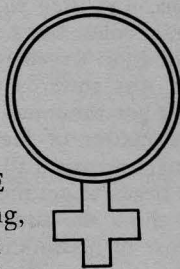
Mervyn L. Cadwallader, presently Vice-Chancellor for Academic Affairs at the University of Wisconsin-Plattsville.

William H. Capitan, presently Dean of the College at West Virginia Wesleyan College.

William R. Nester, presently Associate Senior Vice-President and Associate Provost for Academic Affairs at the University of Cincinnati.

William H. Rizzini, present Acting President at Roger Williams College.

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Energy Notes from NH

A \$210,000 solar power system will be installed on the roof of a building at the University of New Hampshire this spring, providing enough energy to pre-heat hot water for the entire campus and heat the south wing of the building.

The energy collected by the solar panels will amount to the equivalent of the energy produced by 60,000 gallons of fuel oil, according to Patrick Miller of the UNH Physical Plant.

Storm windows will be added to all windows in the south wing of the building to improve insulation. The system would save at least \$2,000 during the first year of operation, Miller said.

Of the total projected cost of the project, \$192,000 will be paid by the federal government, and the remaining \$18,000 will be paid by the University. The federal money is in the form of a grant from the US Energy Research and Development Administration (ERDA), who chose UNH as a location to demonstrate the feasibility of solar power plants on commercial buildings.

"When I told my mother I was going on a Vegetarian diet, she thought I was full of baloney"

You've probably heard a lot about the vegetarian diet, and it's no wonder. With followers like Bill Walton, Dick Gregory, Cloris Leachman, The Captain & Tennille & John Lennon, it's no wonder that the vegetarian diet is increasing in popularity.

That's why over 6 million Americans are now on a vegetarian diet. And thousands more are switching to it every week.

The vegetarian diet is more economical, less fattening and healthier than a diet which contains meat.

Unfortunately, in spite of its popularity, a lot of people are still uninformed about vegetarianism. That's why Vegetarian Times magazine was created. To present factual, easily understandable information about vegetarian nutrition and cooking, as well as other informative, entertaining information.

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RI Advocates Health Projects

Rhode Island Health Advocates Project functions as an advocate for health, food and nutrition and welfare issues and provides this service by researching, training, organizing and coordinating local and statewide community groups and health organizations. We are interested in having student interns assist the Project in several areas:

1) Summer Food Program - This program offers FREE food to local sponsors for meals served kids in summer programs. Very few communities have taken advantage of this program, and Health Advocates hopes to have two students do the following:

a) Contact low income people and organizers in specific localities to inform them of the program.

b) Contact possible site sponsors and organize people to run it.

c) Research - comparative data needed on what other states are doing with their programs.

We are interested in quality, basic expansion and following respective legislation issues and wish to have two (2) students to work on this.

2) School Breakfast Program - This program is available to all public and non-profit private schools and provides federal reimbursement for nutritional breakfasts. It is similar to the School Lunch program except that it is OPTIONAL and not mandated. Unfortunately, fewer than 30% of R.I.'s schools

take advantage of the program, many using the argument that the program costs more than federal reimbursement provides. We hope to have two students do the following:

a) Survey update

b) Follow-up in the same community that Summer Food was organized in.

c) Research - selection of target areas.

If possible, we would like the two students working on School Breakfast to follow through on this.

3) School Lunch Program - It seems that the free meal category is working well now, but the reduced meal is not. We would like to know why people aren't using the reduced price category. For this we would like to have one student doing research and outreach.

4) Hill-Burton Hospital Free Care - We intend to organize a regional coalition in Kent County to enforce compliance in that county's only hospital, Kent County Hospital. We would like students to also follow-up on how Hill-Burton is working in the rest of the state. We would like three students to do the following:

a) Outreach in Kent County - contact low-income people and community organizations to work on the issue.

b) Assist the Project with a compliance survey in Kent County.

c) Comprehensive statewide compliance survey.

Swim Team Trimmed

The swim team is alive and practically living at the YMCA pool.

In their second meet this season, the Hawk swimmers were edged 48-45, by their more experienced opponents from Clark University. The exciting meet was decided in the final event. Indeed, RWC held a 22-12 lead early in the contest, but the tide turned as Clark grew stronger and the Hawks grew tired.

Clark's Janet Mabon swam the anchor leg for the final event, the 400 yard free style relay. Coming off a 500 yard race earlier, it appeared that she could swim all day. Eliminating the Hawk 25 yard lead she came back to win in final stages of the deciding race.

"What we need is one more good freestyler" said Hawk coach Jim Dollins. "Our team did very well and has been practicing a long time leading up to this meet."

Long hours of practices led up to many fine performances during the meet. Here are a few of these listed.

Matt Fine, Dean Papadopolos, Roger Wilson, Dave Llewellyn were victorious in the medley relay. Dave Llewellyn was a double winner, winning both the 200 yard freestyle and 100 yard breast-stroke. Dean Papadopolos won the 200 yard individual medley and Matt Fine was victorious in the 100 yard breast-stroke.

RWC TRACK TEAM

Plans for a RWC Track Team is growing by leaps and bounds. Twenty-five students have expressed interest, and practice towards meet competition has begun.

The first practices are held inside one of the Kaiser buildings. Portsmouth High School or the Priory are under consideration for team use when the weather becomes warmer.

Coaches are Professors Phillip Schuyler, Frank Mancini, and Robert Conway. All coaches expressed optimism at the interest shown in the new sport at RWC. A meet schedule is presently being planned, and plans for future years are under consideration. Coach Conway sees future Cross-Country, indoor, and outdoor track teams flowing into each other, strengthening all programs.

Uniforms will be supplied by the athletic department for the team. Equipment such as shot, discus, javelin, and pole-vault will be borrowed from nearby high schools or colleges until what needs to be bought becomes realized. Members must supply the desired footwear to keep the young sport running strong.

Interest has been expressed. Time will tell if that interest can develop into another organized sport at RWC.

Tune-up Your Reading Skills

(AAP) About 85 percent of the work you do as a college student involves reading. It is the single most important learning skill, and yet many students are bogged down in poor reading habits that can make studying a chore.

Reading is the visual ability to understand words and their relationship one to another. To improve reading skills you must increase your capacity to see and grasp the grouping of words, or ideas, at a speed that is comfortable for you. The key is to move your eyes at a rate that allows your brain to absorb the main ideas printed on a page.

Remember, your eyes, like fingers for the piano or legs for jogging, must be

for taking notes.

Most individuals find that 15 inches away from their eyes is a comfortable distance to hold a book. Make sure the lighting is good.

Radio, television, and music, all pull your attention away from the words and ideas you are reading.

Step 3 - Use Your Eyes Efficiently.

The eyes see printed words and transmit them to the brain. They are the key to how well you read.

Eyes perceive words only when they stop moving or make what is called a "fixation". During the pause, the brain registers what the eyes have seen. Depending on your eye span, you will perceive

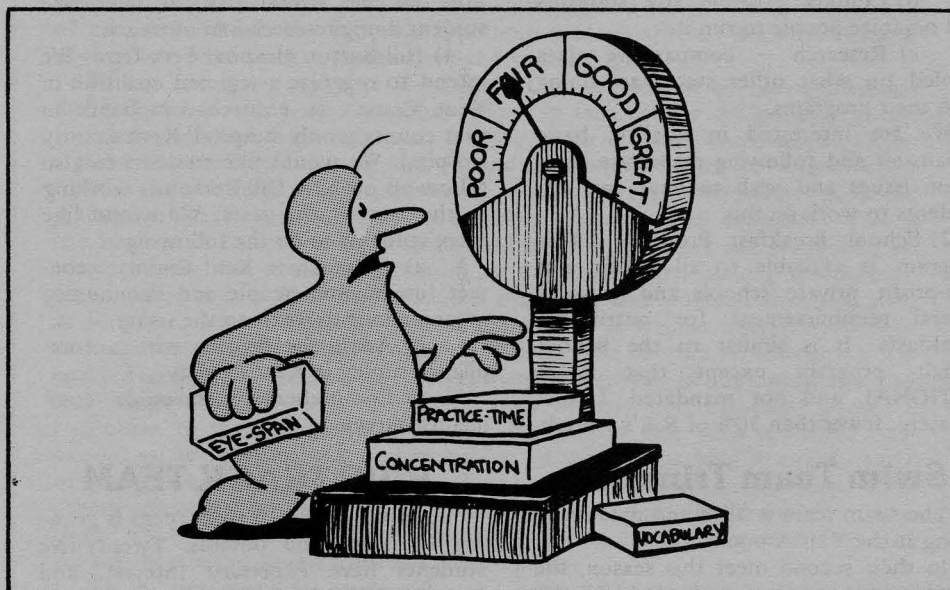
one, two or more words in each fixation. The average college student, for example, has a span of 1.1 words and makes 4 fixations per second. By increasing the number of words your eyes include in each fixation, you increase your reading speed.

Train your eyes to take in more than one word at a time. You can make your eyes fix on related words, phrases, or short lines in one brief stop. This sentence, for example, should be read in five fixations: "The cost of oil / has risen / because of / limited natural resources / and increased imports."

Vocalizing words, even in your mind, slows down your eyes. Don't allow your eyes to wander backward. Try not to reread sentences. You will find that you remember more if you can keep moving forward. This does not mean, of course, that you cannot review what you have read.

Many people need glasses to read well. Blurred words, constantly tired or itching eyes are signals for an eye examination. Don't put it off.

This article on reading is appearing here in two installments and is one of a series of APP STUDENT SERVICE articles developed by the college textbook publishers to help students improve their use of study time and learning materials. A complimentary booklet will be sent to you if you write to AAP STUDENT SERVICE, Association of American Publishers, Inc., One Park Avenue, New York, New York 10016. To be continued next issue.



trained to be skillful. If you would like to tune up your reading skills, these basic steps will help.

Step 1 - Evaluate Your Reading Habits.

Do you vocalize words in your mind, or move your lips as you read? You may be using the childhood habit of sounding out each word. This slows you down.

Do strange words constantly stop your progress? Your vocabulary needs improving.

Do you read every single word separately? Train your eyes to span phrases and to group thought units together.

Do you have to back up and reread very often? You are not paying attention. Force yourself to concentrate.

Do you read everything at the same speed? Your speed should vary with the subject matter.

Are you reading faster now than when you were in high school? Skillful reading is an art and needs continual practice.

Step 2 - Provide the Right Atmosphere.

To read effectively, you need to set the scene for concentration. Pick a quiet place where you can read with a minimum of interruption. Have a pencil ready

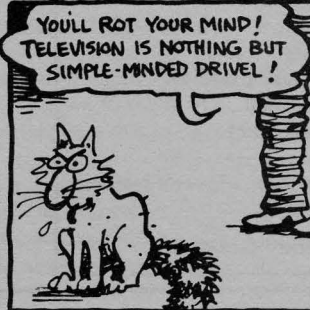
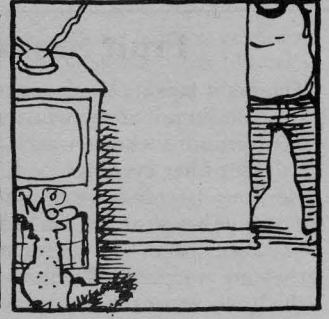
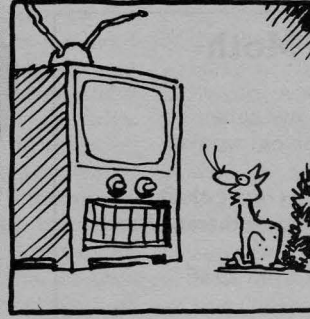
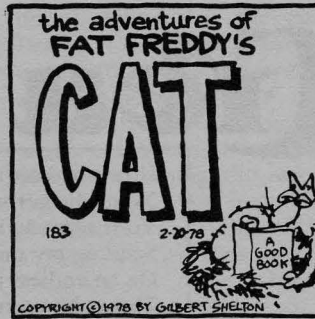
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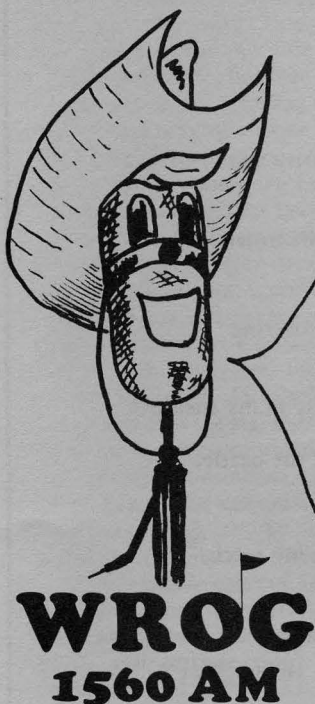


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COMIC PAGE



by R. Diggs



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Creative

Fruit Stand Moth

The night laps its black tongue
On pale skin, its tone whistles my name
In afternoons when I watch the old woman
I think of her evenings
Her round, wide back deep in a corner chair
The blue wool of her shawl hanging threaded balls.
She turns pages of a magazine
they are warped and yellowed from 1956
she looks at a cat who whines
at a dusty bowl.
She is a part of the city,
the fruit stand, apples and pears
flies their fat bellies skim sidewalk puddles.
Tomorrow I will see the old woman
smell her lilac perfume and watch her
pick the lint off her navy dress.
The sight of her is like a promise in a lover's letter
we read and save in a cigar box.

Wendy Goodman

Creations

How you confuse me;
Your idle gestures,
Your seeming indifference.
Sending my mind
On an endless journey
Through my memories.
Yet how you attract me;
Your dark, liquid eyes,
Your soft, solemn manner.
Sending tremors
Through my awareness.
Looking at you . . . I wonder
If you feel the power that I
Possess to lover you, to hold you,
If but only with my imagination.

Bridget Loftus

Analysis

I rehearsed and my performance
was always cruelly accepted.
The creases of his face never deepened,
even at a blatant lie.
Stubbornly, I sought a reaction.
And so, my experience became
the pawns of my persistence.
"Today," I recited once during a desperate experiment,
"I told the Dean that if she makes my mother cry again,
I'll kick her teeth in."
But, he only explained,
in a torturously brief commentary,
that defiance is but a reasonable adolescent sport.
Still, I was determined to justify my presence
and, through practice,
I became quite a prolific storyteller.
Monday afternoons,
I hurried through the garment district,
across West 30th Street,
past the crowded unloading platforms,
where the cooing and smooching sounds
are born out of boredom.
There, while paranoia made my blood
gush through my body,
the strategy was hatched -
events were made riper for the telling.
And, most important, alternate tales,
less indicative of the complexity of my case,
were counted and stored as ammunition
against an always-possible, revealing silence.
My chair was familiar,
but not comfortable.
And always, when we began,
my eyes would dart
from the floor to the drapes
to his shoes to his notepad
and on
until I fastened my fingernail in the minute trenches
that I and my mother before me
had dug in the wooden arm of the chair.

Truancy was my immediate ally.
We began, but offered no explanation
of our relationship;
showed no sign of weakness.

The face remained calm
and quite expressionless.

I referred to my plan.
The advantages were many
and I would use each one.

My voice rose drastically
and I pleaded of
my resentment of authority

nothing

My devotion to asexuality . .

My denial of my own creative ability . .

My hatred of reality.
Surely that deserved a slight frown,
but no.

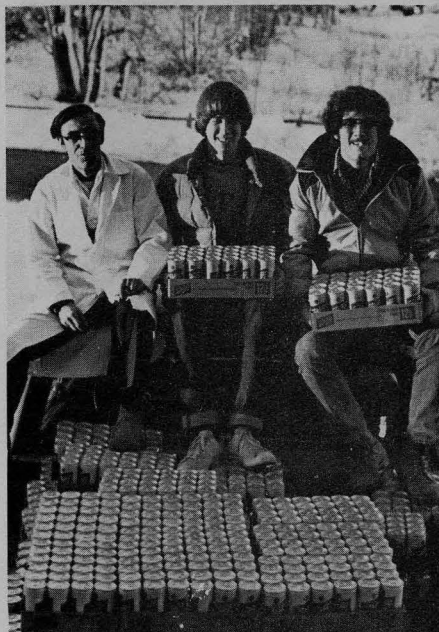
The frustration was overpowering.
My muscles tightened,
my fingernails dug deeper,
my toes wriggled frantically in my sneakers
as I tried to coagulate
all the sudden vagueness of the battle,
tried to identify the enemy.

"Please," I forced through my teeth,
"tell me what you think."

"What do YOU think?," he said.

Hillary Post

"Winterscenes During Nor'easter of '78"



John Almeida (far left), Scot Bauer (center), and Dorm Government President Peter Longo providing vital emergency relief. Several hundred cases of this relief were depleted during the "great blizzard of '78".

Photo by Dennis Lafreniere



And finally . . .

Photo by Dennis Lafreniere



Student Senate Treasurer Fred DiMauro (right) and Parliamentarian Gary Miller selling checks as a service to students. According to DiMauro \$2100 in checks was cashed in the one week span.

Photo by Dennis Lafreniere

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Quill Sampler 2

by Eugene Coulter

A recent Quill editorial (Volume IV, February 1978) raised an issue of conflicting academic and philosophic values; that of expression in the classroom. The editorial referred to questioned the right of faculty members to comment upon and/or evoke discussion upon issues of a non-academic nature in the confines of the classroom. The conflict here might be put in terms of consumerism versus academic freedom. As consumers of the "educational product," students maintain an uncontestable right to demand the most from the instructor while in the classroom. On the other hand, this is an institution which has as its purpose, if nothing else the promotion and encouragement of free thought and expression - and I might add - for student as well as professor. Finally, students and professors have traditionally maintained a certain voice in the administration of educational institutions. This voice may include, but is certainly not limited to, issues of social policy, of political policy, and other campus-culturally related issues.

Where, then, is the line drawn and indeed is there a line? We invite your response to this question. We would like you to express your opinion in about 50-100 words on this issue and send it to the Quill box 711, in the campus mail. Responses conforming to the requested length will not be edited. Longer submissions must necessarily be edited for space. We ask that if you do not want your name printed below your submission please indicate so, but we do ask that you include your class standing (Freshman, Sophomore, Junior, or Senior) and your major area of study (History, Engineering etc.)

Monica LeTourneau

continued from page 5

at RWC. She is also a "freshman senator," elected for the first time in the Fall of 1977.

"I like it (the new post). I get to meet a lot of people who I wouldn't otherwise meet, and I get to learn a lot of things that I wouldn't come across unless I read it in the Quill," says Monica.

Monica is a resident student living in Dorm I, Unit 7. She says that she likes what she has experienced of Roger Williams thus far but that she also sees a lot of "room for improvement."

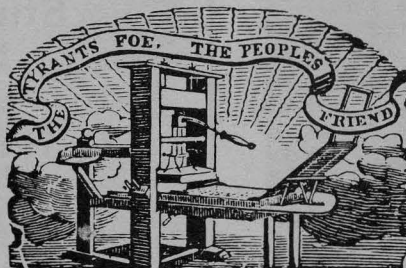
As for the Student Senate itself, Miss Bennett's resignation brings to three the total number of resignations this year from the student governing body. Anne Ficorilli resigned earlier in the year. Robin Perry, elected with Monica as a freshman this Fall, also resigned.

Says James Miller, Student Senate President of Monica in her new post, "she is excellent." Miller declined to comment further about this year's resignations from the senate.



A spirit of cooperation dominated the activities on campus during the week.

Photo by Dennis Lafreniere



Buy the Quill



Some people seem to like it.